The Division of Student Affairs at San Francisco State University launched its inaugural assessment program in April 2009. Prior to that date, units within Student Affairs had focused primarily on individual program improvement efforts. In preparation for the WASC Capacity and Preparatory Review scheduled for March 2011, Student Affairs shifted the focus and began a deliberate effort to bring student learning outcomes to the forefront. The move from a student satisfaction/program improvement model to a student learning outcome-based model resulted in this document which describes the assessment plans that were developed and implemented within Student Affairs units during the 2009-10 academic year.

To begin this effort, Student Affairs directors received a two-day training program conducted by Lori Varlotta, Vice President for Student Affairs, California State University Sacramento. The training program helped Student Affairs directors understand the basics of assessment:

- Aligning the department mission with the missions of the Student Affairs Division and the University. In some cases, the departments needed to craft new mission statements.
- Identifying the two to three overarching planning goals to broadly frame their work during the upcoming years.
- Articulating at least three significant student learning outcome and/or program outcomes to achieve for students who participate in their programs or utilize their services.

Directors were asked to develop instruments and collect data to measure the student learning that occurred. As might be expected in an inaugural effort at identifying measurable outcomes, some instruments and assessment approaches proved to be more valuable than others. The second cycle of developing and measuring outcomes will be greatly improved based on the experience gained in 2009-10. The foundation for evidence-based decision making and outcome-based assessment will be used to create more robust assessment plans for the next cycle in 2010-11.

The following report details the assessment plans created by each unit in Student Affairs. For specific questions about the outcomes associated with a certain program area, please contact the Director identified as the contact person for that particular department. Assessment plans for the following Student Affairs departments are included:

- Athletics
- Campus Recreation
- Career Center
- Disability Programs and Resource Center
- Educational Opportunity Program (EOP)
- Financial Aid
- LEAD (Leadership, Engagement, Action, Development)
- Registrar’s Office
- Student Health Services
- Student Outreach Services
- Testing Center
- Undergraduate Admissions
- University Housing
Mission Statement

Student Outreach Services directs the University’s recruitment efforts towards enrolling a student body that meets academic requirements and reflects the broad cultural, ethnic, geographic, and socioeconomic characteristics of the San Francisco Bay Area. SOS provides preadmission advising in individual and group settings to prospective students pursuing postsecondary education.

Rationale:
Relates to the mission of the University that speaks directly to the bullet point: “attract a highly diverse student body”; relates to mission of Enrollment Management: “strive to provide efficient, accurate, user friendly services that will contribute to the attraction … of a highly diverse student body”.

Planning Goals

Goal 1: Help prospective students gain an understanding of the eligibility requirements for admission to SF State.

Goal 2: Help prospective students gain an understanding of the undergraduate application process

Goal 3: Promote higher education through group and individual preadmission advising

Goal 4: Actively involve SF State faculty and staff in planning and developing outreach efforts to prospective students

Student Learning Outcomes and Program Objectives

STUDENT LEARNING OUTCOME #1 (Goal #1 and #3)

After participating in an outreach workshop/preadmission advising session during the year, at least 80% of the prospective students will be able to demonstrate a basic understanding of SF State’s admission requirements.

Rationale:
Ensures that high school and community college students understand the courses they need to complete, the minimum grade point average they need to meet, and standardized test scores they need to earn to pursue a baccalaureate at SF State.

Measures:
Developed separate surveys (one for high school students, one for community college students) for distribution at the end of group preadmission advising sessions/presentations. Survey embedded basic admission requirement items among fun fact items regarding SF State. To exhibit a basic understanding of admission requirements, at least 80% of the prospective students must answer all the embedded admission items correctly.

Timeline:
Summer 09 Develop separate surveys to distribute to high school and transfer audiences
Fall 09, Spring 10 Distribute survey at the conclusion of the campus presentations.

Results:
A. N=607 high school students completed survey during AY 09-10.
B. 81.5% of high school students demonstrated basic understanding of SF State’s admission requirements based on survey results, see Attachment A. 86% of high school students responded correctly to the “fun facts”.
C. N=283 transfer students completed survey during AY 09-10.
D. 87% of transfer students demonstrated basic understanding of SF State’s admission requirements based on survey results, see Attachment B. 85% of transfer students responded correctly to the “fun facts”.

Conclusion
At the end of the on-campus outreach presentation, prospective students demonstrate that they understand the basic admission requirements.

STUDENT LEARNING OUTCOME #2 (Goal #2 and #3)
Eighty percent (80%) of prospective CCSF transfers who attend a CSU Mentor Application Workshop conducted by Student Outreach Services (SOS) personnel during Fall 2009 will demonstrate accurate understanding of the application process by being auto-admitted to SF State for Fall 2010 in the nonimpacted majors.

Rationale:
Ensures that the diverse CCSF transfer population understands the minimum transfer eligibility requirements, the electronic application process, and the deadline(s) that need to be met to pursue a baccalaureate at SF State.

Measures:
Developed a Powerpoint presentation that was given at all CSU Mentor Application workshops conducted at CCSF by SOS personnel during Fall 2009. SOS kept accurate record of transfer students who attended these workshops. “Auto-admitted” was defined as a favorable admission decision based just on self-reported information on the application and an application fee (or approved fee waiver) submitted. Comparison of “auto admit” percentage of workshop participants against “auto admit” percentage of non-workshop participants would yield data on workshop effectiveness, as well as demonstrate student understanding of application process.

Timeline:
Summer 09  Develop powerpoint presentation on the 2010-2011 CSU Application.
Fall 09    Schedule and conduct five CSU Mentor application workshops at CCSF in collaboration with CCSF Transfer Center.
Spring 10  Deliver follow up workshop for participants who applied to SF State.

Results:
A. N=43 prospective CCSF transfers participated in one of seven CSU Mentor Application Workshops conducted by SOS personnel during Fall 2009.
B. N=21 (49%) of these participants submitted an application directly to SF State by the Nov. 30th deadline; we assume the other 22 transfers applied to other CSU campuses.
C. 7 (33%) were auto-admitted to SF State
   5 (24%) were admitted in April 2010 after selection by an impacted major
   7 (33%) were admitted after verification of green card and receipt of other documents
   2 (10%) files remained “incomplete”
   21 applied to SF State
D. Sixteen of the 21 applicants applied to a nonimpacted program. Fourteen of the sixteen (87.5%) were admitted before the end of April.

Conclusion:
This learning outcome focused on two factors, namely “auto admission” and “nonimpacted programs” to assess effectiveness of participation in an application workshop. While eventually most of the small sample of SF State applicants in the nonimpacted programs were admitted (87.5%), only seven were auto-admitted (33%). The learning outcome might have been achieved as stated, given an expanded definition of “auto admission” to allow some processing time for green card verification, receipt of residency questionnaires, submission of transcripts to verify basic requirements, etc. Some specific date in early spring might have been adequate modification to assess whether the application workshops were effective or not.

Also, the small sample of students involved in this learning outcome is limiting. Since seven workshops were conducted by an SF State outreach person, we assumed that the CCSF students would most likely apply to SF State. Not only were there few participants in each workshop, less than half of them applied to SF State, thus yielding a much smaller data set with which to work.

**STUDENT LEARNING OUTCOME #3 (Goal #1, #2, and #4)**
Eighty percent (80%) of the students participating in the SOS/School of Nursing preadmissions information sessions will demonstrate understanding of the criteria that need to be presented for consideration and admission to the major.

**Rationale:**
Ensures that Nursing applicants understand the minimum eligibility requirements to be admitted to the University, as well as the minimum needed for selection consideration by the Nursing department.

**Measures:**
In collaboration with Nursing, SOS developed a short survey that was distributed at the end of preadmission advising session/presentation jointly given by Nursing and SOS representatives. The survey included both basic criteria of the major embedded among basic admission criteria to SF State. To exhibit a basic understanding of Nursing criteria plus basic transfer admission criteria, at least 80% of the prospective students in attendance must answer each survey item correctly.

**Timeline:**
- **Summer 09** Schedule of Preadmissions Information Sessions established with School of Nursing; survey instrument was jointly developed by SOS/School of Nursing;
- **Fall 09** Publicize sessions at outreach Transfer Fairs and Community College Counselor conferences in early fall. Joint survey was distributed at the end of each preadmission info session.

**Results:**
- A. N=140 prospective applicants to BSN in Nursing completed survey during Fall 2009.
- B. 95% of students demonstrated basic understanding of SF State’s admission requirements based on survey results
- C. 91% of students demonstrated basic understanding of School of Nursing admission requirements based on survey results

**Conclusion:**
Prospective upper division students interested in the campus’ most impacted program, Nursing, seem to effectively demonstrate a basic understanding of the University’s transfer admission criteria and facts about admission to the Nursing program.